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ABSTRACT

The aim of this publication is to provide practical suggestions for elementary and secondary teachers who wish to teach speech as part of language arts or English courses. Following discussions of the importance of speech instruction and of general methods for teaching speech communication at the elementary, junior high school, and senior high school levels, the publication suggests and describes numerous learning activities. The activities are grouped according to two levels--elementary grades, and junior high and secondary level--and are subdivided in each section into activities for teaching basic communication process (sending/receiving), for nonverbal communication, for problem solving, and for extending and expanding communication skills in a variety of experiences. Suggestions for incorporating speech instruction into the traditional language arts curriculum are then provided. The publication includes a selected bibliography of relevant works and lists of other resources, including audiovisual aids, magazines for teachers, and professional organizations. (GT)

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LANGUAGE ARTS MONOGRAPH

SPEECH COMMUNICATION ACTIVITIES, K-12

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FOREWORD

In October, 1974, twenty Illinois language arts professors, teachers and Illinois Office of Education consultants met in Urbana to discuss and to respond to the need for materials especially written for classroom teachers of language arts. The Urbana meeting focused upon a plan to print a number of monographs, each one emphasizing language arts and each one fitting into a series of monographs suggesting the depth of language arts education.

Following the Urbana meeting, monograph authors and editors collected, organized and explained ideas from nearly 50 Illinois contributors. Monograph titles, chapter titles, and section headings covering hundreds of currently employed language arts ideas and practices took shape.

The intent of all the monographs was to combine theory and practice into brief suggestions for classroom teachers of language arts. Although some of the suggestions are new to the profession, most reflect the best teaching practices by experienced Illinois teachers. Some monographs take controversial stances on issues, but even the controversial points of view are clearly within the realms of accepted pedagogy. As planned, all nine monographs report effective, often-used teaching practices.

Monograph authors and editors wrote from their own philosophies, and they wrote about the ways of teaching they knew best; no attempt was made to advance the cause of any particular educational practice or terminology. The monographs respond both to persistent issues as well as to modern trends in language arts education.

More than 50 teachers of language arts gave of their inspiration, time, and patience. Illinois students will profit from such professional efforts given for the good of education in Illinois.

A special thanks should be given to two Illinois Office of Education staff members — Mina Halliday and Alan Lemke. They conceived the idea for the monograph project, guided it to its completion, and made contributions to several monographs. The development of these monographs was a monumental effort to improve education in Illinois and the success of the project can be attributed to Ms. Halliday and Dr. Lemke.

Joseph M. Cronin

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State Superintendent of Education

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INTRODUCTION

Speech communication is basic currency in the exchange of social interaction. It serves as a tool for the transmission of ideas, expression of emotions, and creation of enjoyment. Through the use of oral communication, "we live together, work, earn our livings, win our mates, and find our meanings in the pinpoint of space and time that we inhabit."[1] Almost three-quarters of our communication time involves sending or receiving oral messages since approximately fifteen percent is spent reading, eleven percent writing, forty-two percent listening, and thirty-two percent speaking.[2] Because of its pervasive use and important functions, speech communication should be considered an integral part of the English language arts.

Like all language arts, oral communication merits study at every level of education. The elementary school child, as well as the junior and senior high student, must be able to communicate with others in a variety of situations. A child's ability to order thoughts and express them clearly, and to understand, evaluate, and appreciate what is heard from others, can be developed and expanded through instruction. The goal of speech communication education is to foster this development.

Due to the demands of the school environment, it is particularly important to provide speech instruction for children. From the primary grades through college, they are expected to answer and ask questions, "recite" and discuss. Training in oral skills can help maximize the child's ability to participate and learn in the classroom situation. The study of these skills may also enhance and reinforce the learning of other language arts. Research has established a positive relationship between the growth of oral skills and achievement in reading, writing and listening.

Speech communication is a relevant subject for students of all ages. Since they are constantly interacting with their families, classmates and friends, it is a subject that directly affects their everyday lives. Children come to school as avid, if uncritical, consumers of radio and television. Knowledge of oral communication techniques provides a basis upon which they can build standards for appraising a barrage of messages received daily through the media.

Further, communication skills are necessary for effective performance in business, government, and growing number of service-oriented careers. Consequently, students may view the development of their communicative abilities as preparation for future careers.

Although this monograph covers the teaching of speech from kindergarten through twelfth grade, it is not a comprehensive oral communication curriculum. That would necessitate a far more extensive and in-depth treatment of the entire subject area. A fully developed elementary speech program is geared to students' developmental capabilities and integrated into the study of all subject matter areas. In such a program, speech is considered a core subject, just as reading or math. In the junior high school, units or courses in speech, dramatics and discussion are offered. At the secondary school level, a complete program includes a basic speech course, advanced electives such as debate, oral interpretation, discussion, mass media, theatre arts and co-curricular speech activities. Most importantly, an adequate oral communication program requires teachers who are trained primarily as teachers of speech communication. Since this type of curriculum is not available in some Illinois schools, teachers of English or language arts may find it necessary and desirable to include oral communication instruction in their courses.

The aim of this publication is to provide practical suggestions for the teacher who wishes to teach speech as part of his or her language arts or English courses. Its focus will be upon selected oral communication concepts and skills and how they may be taught at the elementary, junior high, and high school levels. Methods for incorporating speech instruction into the traditional language arts curricula will also be suggested. The bulk of the monograph is devoted to the description of classroom learning activities employed in teaching speech. A list of further resources for teachers is also included.

[1] Charles T. Brown and Charles Van Riper, **Speech and Man** (Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1966), p. 2.

[2] Ralph Nichols and Leonard Stevens, **Are You Listening?** (New York: McGraw Hill, 1957), p. 14.

TEACHING SPEECH COMMUNICATION

In teaching oral communication, the English or language arts teacher should be guided by two important principles. First, children must feel free to talk before they can develop and improve their skills. The teacher is responsible for creating an environment in which students can sense the value and importance of talk and will not feel threatened by speech activities. Oral expression is closely related to an individual's personality and self-concept. A child may construe negative evaluation of his/her speech, by teachers or peers, as criticism of him or her as a person. An informal, relaxed classroom atmosphere in which the teacher has built a positive and accepting relationship with students will encourage free expression. Second, speech instruction should be related to the study of other language arts, and not treated as an isolated departure from the "normal" subject matter. The English language arts include the following areas: composition skills, reading development, literature studies, and oral and visual communications. Teachers can attempt to link these areas rather than treating them as unrelated topics of study. The aim should be to bring students to a realization that an interest and feeling for one of these areas implies a regard for the others.

Of the many skills and competencies that contribute to effective oral communication, it may be most useful for language arts teachers to focus on the following four:

1. understanding and dealing with communication as a process.
2. employing nonverbal communication to express ideas and feelings and enhance verbal messages.
3. developing the abilities to participate effectively in group problem-solving activity.
4. developing facility at expressing ideas, feelings and opinions in a variety of situations.

Instruction in each of these competency areas may be offered in elementary, junior high and secondary schools. Although instruction should be tailored to the specific needs and capabilities of students, some general approaches to teaching speech will be considered.

Elementary Grades

At the elementary school level, children should learn that oral communication is a reciprocal process involving both speaking and listening. They can be encouraged, by a stimulating classroom environment and learning activities, to engage in purposeful conversation and discussion. Interacting with classmates introduces children to the basic requirements for effective oral communication: listening to others speaking understandably. More importantly, it allows the child to build his or her self-concept and gain a greater understanding of others. By sharing feelings and thoughts, the child discovers who he or she is; by listening to others describe their feelings and thoughts, children may learn to accept and respect others as individuals.

An awareness of nonverbal communication may be initiated with rhythmic exercises. The concepts of nonverbal and verbal expression are associated through activities involving a rhythmic response to ideas or poetry. Pantomime allows children to exercise their imagination and at the same time experiment with the communication of meaning nonverbally. They may observe and identify instances of nonverbal communication as expressed in the pantomime of other students, everyday situations at home or school and the media.

Group discussion encourages children to pool information, stimulates them to seek and find solutions to a problem and motivates critical thinking. Life presents many problems for individuals which require choices to be made. For each problem there is always more than one answer or choice. Group discussion activities help children realize that parents, teachers and friends cannot solve all one's problems. They allow children to observe and deal with the concept that different people can make different choices without any one choice necessarily being wrong. Discussion skills may be fostered by giving children frequent opportunities to make group decisions. They may make plans for their work or preparations for a field trip, for example, and then discuss them afterwards. In the intermediate grades, class discussions allow for informal opinion sharing on common topics or problems of interest. Upon learning "ground rules" for participation in group activities, children in the upper grades may be ready to work in small groups or committees to discuss and solve problems of concern.

The elementary school classroom can provide abundant opportunities for children to gain experience expressing thoughts, feelings and opinions orally. In addition to conversation and group discussion, informal speaking activities such as sharing experiences, telling the news, making announcements or giving directions may be integrated into the daily class routine. Storytelling in the primary and intermediate grades is a prelude to "giving talks" in the upper grades. Working with narrative helps children develop a notion of order and organization in oral messages. Children should not be forced to give formal speeches and oral reports. Some students may be motivated to give a talk out of interest or a desire to share an experience with the whole class. Talks which lend themselves to a demonstration of how to do or make something, or accounts of personal experiences are most suitable for students who wish to give talks since they are easily organized and do not require additional information. In any type of speech activity, children should not be criticized for their

grammar, posture, articulation or other factors of delivery. Numerous positive encounters with expressing ideas orally will build a child's poise and self-confidence as a communicator.

Junior High School

The junior high school student may learn about the process of oral communication by examining its elements. Communication terminology should be defined and related to a simple graphic model of the process such as the one depicted below.

This approach helps students visualize and grasp the concept of interaction. Of course, ample opportunities for students to exprience and observe interaction should also be provided.

Students may discover that nonverbal, as well as verbal, messages communicate meanings through the study of nonverbal expression in their environment. Personal appearance (hair styles, clothing, make-up), gestures, facial expression, body posture and positions, are subjects for consideration. Nonverbal games, role-playing and pantomime give students experience in attempting to employ purposefully nonverbal communication.

Interpersonal communication skills are developed in one-to-one communication activities such as conversation or interview. These exercises provide practice in listening and responding. They help students relate to one another by giving information about themselves and learning about others. For junior high school students, who are often at a stage where the peer group is a dominant force, discussion activities can aid them in distinguishing between cooperation and conformity. In problem-solving, the desirability of gathering individual ideas and opinions to achieve a group goal becomes apparent. Students may discuss problems which arise in the classroom or school or the world at large. Many junior high school students are capable of discussing questions which require supporting opinions with information gained through research. Due to the early adolescents' strong desire for group conformity, students may feel uncomfortable about speaking alone before their classmates. Thus, advanced work could include public speaking activities or it can be reserved for later high school experiences.

Secondary School

High school students may gain a broad understanding of the relationship among all forms of communication by investigating models of the process. Additionally, they can become aware of the specific functions of oral communication in building social relationships, and its uses in education, careers and the media. Knowledge of possible barriers to effective communication may be studied through relating the communication process to prior instruction in listening and semantics. Students can learn to identify and analyze breakdowns in the communication process as presented in role-playing exercises, case studies or their own experiences.

The relationship between verbal and nonverbal communication, as well as the forms of nonverbal communication, can be examined by high school students. They should gain an understanding of the ways nonverbal expression enhances or detracts from verbal messages. They may pursue the intriguing study of cultural and ethnic differences in nonverbal expression. Pantomime and role-playing exercises enable students to feel comfortable with nonverbal expression and practice consistency between verbal and nonverbal messages.

At the high school level, emphasis may be placed upon expressing ideas and opinions in formal as well as informal communication situations. Students should receive instruction in employing the steps of reflective thinking and developing methods for working cooperatively and efficiently in groups. They can learn to use the problem-solving process by applying it in games, closed-group discussions and panel discussions before their classmates. Teachers can create informal speaking experiences such as having students describe a movie seen recently or tell about an upcoming school event. Formal public speaking activities require students to have developed skills for research, utilizing support material and organizing messages. In the English class, this material is often taught within a unit or written composition, in which case these skills should be reviewed and related to the construction of oral messages. While students may be expected to have developed a certain facility in delivering oral messages from prior class activities, it is often necessary to consider some of the mechanics of public presentation, such as the use of notes or adequate voice projection. Learning experiences may include public speeches, panel or symposium discussions, debates, reports, and radio or television broadcasts and commercials.

INCORPORATING SPEECH INSTRUCTION INTO THE LANGUAGE ARTS CURRICULUM

In the elementary grades, oral communication activities may take place throughout the curriculum. It is important to remember, however, that one is

dealing with attitudes and skills. Haphazard approaches or attempts at "squeezing it in when we can" will meet with limited success. For children in the primary grades, learning by doing is essential and the emphasis should be on doing. It is more important, for example, to have students talk about their feelings than to explain why they should talk about them. The "why" is better used in grades four through six. It is still important, though, to incorporate a structured experience first. Classroom teachers and students may perceive almost everything in a communication context. Social studies and literature are natural places to put communication concepts into practice. Role-playing is particularly effective in these areas. Students may role-play the hardships of early Pilgrim life, for instance, which will have more impact than memorizing facts about it. Yet, knowing facts is an inherent part of role-playing historical events. Virtually any content area may form the basis for group discussion or problem-solving activities allowing children to learn about oral communication as well as the subject being discussed.

There are several means of incorporating speech instruction into the junior high school and secondary school curriculum. One approach is to integrate it totally into the study of the other language arts areas. For example, students could interview classmates or people in the community and use the information to write a news article for composition. Or they may role-play the characters in a short story for literature studies. While this approach can be effective, the actual study of speech **per se** is often slighted to the extent that students do not grasp the important concepts about oral communication demonstrated by the activity. Another approach is to treat speech communication as a separate but related unit in a study of the language arts. A nine-week unit on speech may, for instance, follow and be related to a unit on written communication. These two approaches may also be combined. To insure that the basic concepts are adequately treated, the teacher may wish to construct a separate unit. In order to provide a wealth of experiences for students to express themselves and develop oral skills, however, the teacher will also find it desirable to employ speech activities throughout his or her language arts instruction.

This portion of the monograph has attempted to describe, rather than prescribe, how speech communication can be taught in the English or language arts class. It is, of necessity, narrowly focused on teaching the concepts of communication as process, nonverbal communication and group problem-solving, and developing skills in a variety or oral communication situations. Since the teaching methods discussed represent only selected approaches to the material, each teacher will need to assess his or her own students' unique needs in order to supplement and adapt what was outlined here. The remainder of the monograph is devoted to suggested learning activities. Additional sources of instructional materials are listed and the teacher will want to consult these works for a more comprehensive view of available instructional techniques. Further, it is hoped that this material will stimulate language arts teachers to create their own effective and interesting methods for teaching speech communication.

Classroom Learning Activities Elementary Grades

The teacher should consult other monographs in this series for exercises in creative dramatics and oral interpretation. Some activities which are noted as appropriate for junior high school students in a later section may be adapted to students in the upper elementary grades. Activities are divided into four major categories. Activities listed can reveal other content and objectives as well, depending on how they are used by the teacher.

Activities for Teaching Basic Communication Process – Sending/Receiving

Use the classroom environment to stimulate informal conversation among students. For example:

a. Place copies of children's books and magazines around the room where they will be discovered.
b. Display interesting objects, art work and supplementary materials where children can touch and talk about them.
c. Arrange, or have students arrange, a bulletin board which posts the latest news events.
d. Use captions such as "Come and See," "Come and Discuss," "Come and Share Ideas," on bulletin boards and displays.

Promote communication as a two-way process throughout the curriculum:

a. Encourage "share and tell," conversation

and discussion related to all subjects of study.

b. Make time for converstations between teacher and child and between classmates. The teacher must manifest an attitude of interest and genuine concern when conversing with students. Children should be encouraged to converse about their emotions and feelings as well as ideas.
c. Have children discuss, plan and evaluate classroom activities in all subject areas.
d. Have children work in groups and on committee assignments.
e. Role play situations in which conversation is significant.

Play games which motivate listening. For example:

a. A child is chosen who says, "I am packing my suitcase and will put something in it that begins with the same letter as my name." The other children think of a word that fits and show that they are ready to say it. If the child chooses another sound and the game word, he is "it" for the next round. This child chooses another shound and the game continues.
b. Play "I am Going to the Moon." One child says, "I am going to the moon. I am taking my ____ and some ____." Each succeeding child states all the items mentioned previously in the proper order and adds two items of his own. The names of cities, countries, parks, tourist attractions, etc. may be substituted for the moon in this game.
c. Play the game "Gossip." A child is chosen to whisper a sentence to the child next to him/her who in turn whispers it to the child next to him/her and so forth. When it reaches the last child, the student tells what has been heard. This should be compared with the original sentence.

Have children follow oral directions in writing on a prepared worksheet, such as "Cross out . . .," "Underline . . .," "Put a check beside . . .," "Circle . . ."

Have children listen to and repeat directions that might be given to a traveller on a trip to an imaginary place. Have children listen to and repeat directions that might be given to someone going to a specific, real place in their neighborhood or town.

Have children listen to a list of action words such as, "Stand up," "Sit down," "Turn around," "Jump." At a given signal, the children perform the actions in the order they were given.

Have children close their eyes and listen to what they hear in the classroom. After a specific period of time they may list the various sounds they heard. This exercise may be repeated out on the playgound, on a walk around the neighborhood or on field trips.

Play some recorded music that expresses conflict or joy, or portrays sorrow or excitement. The selection should be played twice so its gives rise to some personal reaction from the children. Ask for comments such as, "What were you thinking about while the music was being played?"; "Can someone find words to describe the piece?"; "How did you feel while listening to the music?" This may lead into a discussion of how feelings can be transmitted from one person to another through music. Other (verbal) means of transmitting feelings may also be considered.

Read a short story to the class and ask the students to tell what happened in a one-sentence summary statement.

Describe a person, place or object, and have the students listen. Reread the description one sentence at a time, having students enter the infromation on a partially structured outline form.

Read a description, then ask the children to draw the animal, person or place described from their memories of the passage.

Have children create sound effects to accompany a radio play read into a tape recorder.

Have children listen to poems, plays and readings recorded by skillful professionals. Obtain different recordings of the same piece and have students compare the two.

Have children compose an imaginary conversation with an imaginary character of their choice.

Have children enact telephone conversations. For example:

a. Employ emergency situations such as calling in a fire alarm, calling a doctor, reporting an accident.
b. Employ social situations such as inviting a friend to a party, calling a parent to get a ride home or talking about a ball game.

Impromptu conversations based on emotions can be enacted by students. The teacher will need to help them set the scene and suggest fictitious characters. For example, two old men were sitting on a park bench talking about the weather. One man believes it is getting late and feels for his pocket watch. He finds it missing and then the dialogue becomes motivated by anger, since he assumes the other man took his watch. Whether the man is innocent or not can be decided in advance, and the end of the dialogue will depend on this decision. Students may talk about the

feelings of both men as well as the verbal and nonverbal communication used to express those feelings.

Children may act as message-bearers in imaginary or real situations. A situation occurs requiring immediate attention, there is no phone, and the person needing help cannot leave, so someone takes a message. Students may imagine, for instance, that a Girl Scout has fallen and broken her leg while hiking. The troop leader cannot leave the injured girl, so she sends another scout for help, first explaining what is needed. "Go back to camp. Tell the nurse Jane's leg is hurt, and tell her/him to come quickly." The scout goes to the nurse, repeats the message and adds the location of the injured girl. The nurse phones for an ambulance, repeats the location and situation and suggests extra help may be needed to move the girl. The situation may grow even more complex, with the ambulance drivers recruiting extra people or contacting the emergency squad. In this exercise, the children concentrate on well-ordered thoughts spoken briefly. Children may also be asked to take real messages to the school office, another teacher or another child in a separate class. By arrangement with the teacher, a child receiving a message in another class may be sent to repeat the message and verify that it was transmitted accurately.

Have the children name various emotions such as "happy," "sad," "angry," "excited." Write these on separate cards. Each child may choose one to act out while the rest of the class guesses which emotion or mood he/she is portraying.

Activities for Nonverbal Communication

Play music that evokes the basic rhythms of walking, running, hopping, jumping or skipping. Have the children clap out, dramatize and combine the rhythms in a creative design.

Use ideas to motivate movement exercises. For example, the teacher may ask: "How would you walk if the sidewalk was hot and you were barefoot?; " "How would you walk if there was a foot of snow on the ground?"; "Can you think of a toy you would like to be? Let's see if we can guess the toys."

Use poetry and children's literature to motivate rhythmic response. For example, students may clap to "Pease Porridge Hot," march to "Yankee Doodle," gallop to "I Had a Little Pony." The children should be familiar with the rhythm of any selection before they are asked to dramatize it.

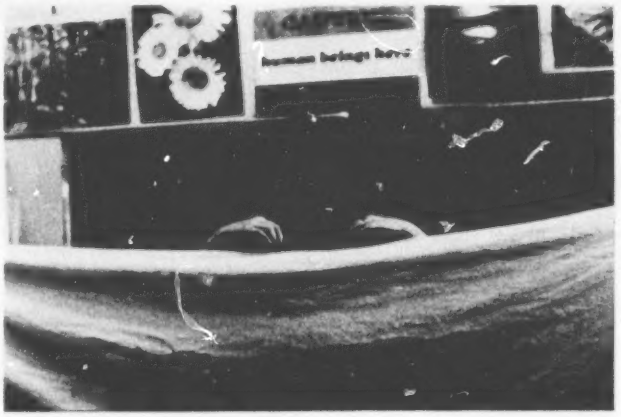
Bring, or have children bring, pictures of people with various facial expressions, gestures, body postures. Have children put captions on the pictures.

Have the children name various emotions such as "happy," "sad," "angry," "excited." Write these on separate cards. Each child may choose one to act out while the rest of the class guesses which emotion or mood he/she is portraying.

Have children engage in pantomime. For example:

a. Children may pantomime doing things such as picnicing, finding something, opening a present or participating in a sport.
b. Children may pantomime how a person feels while he/she is doing something. For example, if the child is doing a pantomime of someone eating, he/she should show whether the person likes or dislikes the food.

Bring in, or have the children bring in, pictures of people communicating nonverbally. Discuss the feeling or idea that is being transmitted. Have students identify the clues (characteristic facial expressions, gestures, body postures, etc.) that indicate that particular feeling or idea.



Have students observe and discuss nonverbal languages such as sign language, flag codes employed by the signal corps, or the signal languages of traffic policemen, orchestra conductors and referees. The class may be divided into small groups, each of which would make up its own nonverbal language sufficient to communicate several sentences.

Have children perform single words or short phrases which can be easily communicated nonverbally. For example: "Yes," "No," "Hello," "Goodbye," "Stop."

Activities for Problem-Solving

Read legends, myths and folklore to students. Have them discuss the methods employed by the writer to solve problems in analytical or creative ways.

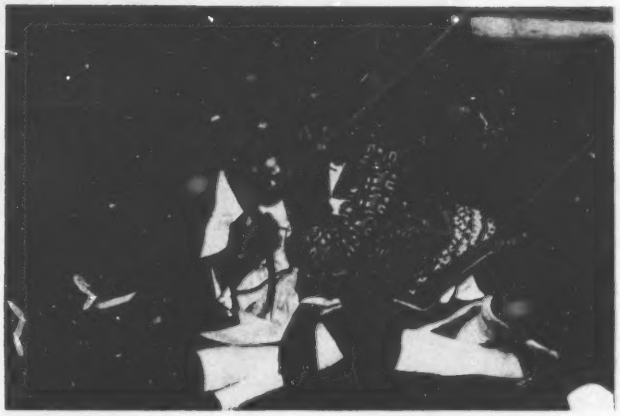
Play "What Would You Have Done?" Present a situation to students which calls for divergent thinking. Have several members of the class present their solution.

Have students listen to the teacher read a play in which the solution is not presented. Divide the class into groups and have each group plan how it would end the play. Each group acts out its ending to the play for the rest of the class.

Have students role-play discussions of hypothetical problems. For example: Books in the public library are being returned in a torn condition. The group should discuss ways of preventing this from happening. The group might consist of students playing these roles: a policeman, a librarian, a parent, a minister, a teacher.

Have students form committees to discuss a real problem occurring in their school or classroom. For example: Many children are wasting their school lunches. Should they be encouraged to eat them? How can this be done? Committees may prepare a written or oral report setting forth their conclusions and proposed solution.

Under the guidance of the teacher, have the class discuss interpersonal problems relevant to children in that age group. Students might discuss such things as dealing with older playground "bullies," being left out of a group or losing a "best friend." Students should role-play the characters and act out the situation first, to gain some understanding of the feelings and motiviations involved. They may employ this information when they discuss various solutions to the problem.



Activities to Extend and Expand Communication Skills in a Variety of Expriences

Have children give directions for getting to their houses. Take a walk to the home of a child who lives nearby, following directions given earlier.

Have a child explain a process while his/her classmates carry out each step. For example, students can explain making a paper airplane, solving a math problem, etc.

Students may form "activity clubs" to discuss their hobbies and interests on an ongoing basis. Several students may be interested in model cars, for example, or horses. The groups should be allotted time each week to get together and talk about the various aspects of their hobbies, share information and ideas. Older children might wish to have their group give a presentation to the rest of the class.

Have children describe a simple object, such as a box, without naming it. The listeners may draw what is being described and compare their interpretations with the speaker's intent.

Have children observe and describe people:

a. People who work at occupations requiring special dress, such as police, mail carrier, astronaut, doctor, priest.
b. The subjects of photographic portraits taken from books, magazines and newspapers.
c. As a homework assignment have children observe an adult whom they have not seen before. The next day, the child may share his observations and the class can ask questions to help complete the word picture.

Have children explain a picture they have drawn.

Ask students to relate personal experiences, such as: "The weirdest thing I ever saw . . .," "The best thing that ever happened to me . . . ."

Read stories to children on a regular basis. After a story has been told, ask the children to find out what made it interesting. Discussion may center around the fact that the characters were lifelike because they spoke in dialogue, the story was exciting because it contained conflict, and it was suspenseful because the listener could not guess the end before it came.

Have children tell their own stories. Time should be provided for the child to decide on a theme or title, the background, a cast of characters and a framework for the story.

Let one child begin a story and have volunteers add on until the story is completed.

Let children finish half-told stories:

a. Have one child construct a short story. He/she knows the end, but tells only the first half to the class, ending at a point of unresolved conflict. A second child develops and completes the story using his/her own imagination. The original author can then reveal how his/her ending differs from this one.
b. Have one child tell half a story without preparing an ending. A number of children make suggestions and the whole class pieces them together to complete the story.
c. Read half a published story to the class, leaving off at an interesting point. Employ either pattern 'a' or 'b' above to complete the story. A comparison of the new ending to the published ending should be made.

Classroom Learning Activities Junior High and Secondary Level

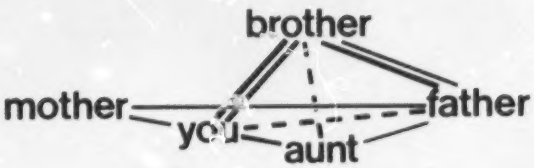
With adaptations to particular groups of students, most of the following activities could be used at either level. It is extremely important to note that over half of the activities listed have been successfully employed in junior high classes. An asterisk denotes those activities. Activities have been divided into four major categories. Those activities listed can reveal other content and objectives as well, depending on how they are used by the teacher.

Activities for Teaching Basic Communication Process — Sending/Receiving

*Divide the class into groups. Each group is to construct its own communication model which incorporates the elements of communication and indicates the dynamic nature of the process. Each group explains its model to the entire class.

*Have each student draw a diagram of the communication network that seems to operate within his or her family, circle of friends, or a club to which the student belongs. For example:

Good Communication ═══
Fair Communication ———
Poor Communication - - - - -



Have a student describe for the class a geometric figure which has been drawn by the teacher on a note card. The class members should attempt to draw the figure as described. The student may not use the chalkboard or gestures as aids in describing the figure, and the class is prohibited from asking questions or commenting. After the class members compare their figures with the one on the note card, the experiment can be repeated a number of times. Each time, the rules should be changed so that gestures or questions by the class are allowed. Students should then discuss which conditions produced the most accurate communication and why.

Have students find examples of dialogue in plays, poetry or novels. They should identify the elements of communication (e.g. sender, receiver, channel) and describe how the speakers serve as both senders and receivers.

Divide the class into groups of five or six. The first person in each group reads, in a whisper, a story of about one hundred words to the next person. The story may be a movie plot, an accident report, a description of a thief, etc. The next person whispers the story to another group member and so forth, until every student in the group has heard the story. The last person tells his/her version of the story aloud to the group. The original story is then read to everyone and the process of distortion in communication should be discussed.

Have students bring in pictures of people doing things where listening skills are important. They should be able to explain the importance of listening in each situation depicted.

Read selections from **Spoon River Anthology.** After each reading, have students discuss what they believe the person is trying to say about himself/herself, and the reason for saying it. Relate student comments to the concept of empathetic listening.

Read a short article from a news magazine. Have the students jot down main and supporting points as a "test" of their listening accuracy.

Tape record a radio news broadcast. Have students outline the "Who," "What," "When," "Where," "How" and "Why" of two news items.

Play a recorded speech to the point where the speaker is about to make another point. Stop the tape and ask students to write down what the speaker has just said in summary form. Continue in this manner until the speech is completed. The exercise may be repeated with another recording, but this time students should be asked to anticipate what the speaker will say next. Discuss summary and anticipation as methods for improving listening.

*Have one student leave the room. A second student is designated as "it." "It" decides who or what he or she wants to be. The first student returns to the room and asks questions of all the students to determine the identity of "it." Sample questions: If "it" could be any famous person, which one would it be? If it was a car, which one would it be? If it were a color, what color would it be? The student must guess within a certain number of tries who "it" is.

*One student volunteers to be interviewed by the class. The class asks the student questions about self such as hobbies, interests, concerns, likes, dislikes and opinions. The student being interviewed has the following options:

a. answer the question honestly.
b. pass.
c. ask the teacher the same question. The teacher also has options 'a' or 'b.'

Repeat the exercise until all have had a turn.

Send students out to interview someone in the community for information. They determine a reason for the interview in advance, and an introductory letter is sent by them to the person being interviewed. Students should make a written or oral report or news story about their interviews.

Activities for Nonverbal Communication

*Have a "No Talking Day." Appropriate signs are posted on the classroom door, chalkboard and bulletin board warning students that no talking is allowed in the classroom today. All communication is to be nonverbal. It is important that the teacher has a plan for the activities and participates in the activities. Many of the nonverbal exercises which follow may be used. At the end of the "No Talking Day," students should share their reactions and feelings about not being able to express themselves verbally.

*Have two students face each other looking into the other's eyes. One person pretends as though he/she is a mirror reflecting the movements of the other person. Movements should be easy to follow. Repeat the exercise reversing the roles. Various types of background music may add dimension to this exercise.

*The teacher and students sit in a circle. The teacher has an imaginary ball that he or she transforms into an object and then begins to use. When the next student recognizes the object, he or she accepts

it, destroys it and creates his or her own. Continue the exercise until the magic ball moves around the circle.

*The class is seated in a circle. One student decides on a gift (bouquet of flowers, football, lollipop, etc.) that he or she would like to give to another student. The student nonverbally perpares and gives the gift. The gift can be accepted only if the receiver knows what it is. After each student has received and/or given gifts, the class discusses what was given and the nonverbal clues that were most effective. Note: the teacher will want to devise a method so that no student is left out of the exercise.

*Students form two lines about four feet apart facing each other. The teacher should have index cards with an emotion written on each card, such as "love," "hate," "fear," "jealousy." The teacher then walks between the rows showing only one row the emotion card. Upon signal, the row begins to act out the emotion. The students in the observing row attempt to guess the emotion. The rows alternate until all the emotions have been demonstrated.

*The teacher places various items and articles of clothing in front of the class and asks the students to describe the possible owners of each item. The class is then divided into groups with each group "constructing" a person based on these items. The groups may compare their descriptions of this imaginary person. A class discussion about objects and clothing as possible forms of nonverbal communication should follow.

*Divide the class into small groups. Have each person cover the lower part of his or her face with a piece of paper so that only the eyes show. Other members of the group are to guess the messages which the eyes are expressing. Discuss how eyes communicate messages.

*Stretch a sheet or blanket between two points to form a wall. (Two students can hold the sheet.) Students are to create stories or messages using hands only. The student stands behind the sheet with his or her hands extending above the wall. They may do this exercise individually or with a partner. The same exercise may be repeated with groups of students using only thier feet and legs extending beneath the wall to create messages.

*Divide the class into two teams for charades. Members of each team write on individual slips of paper one of the following: movie title, song title, book title, slogan, famous person, television show, etc. One player from Team A draws a slip of paper from Team B's collection. He/she then pantomimes the title. Team members have up to two minutes to guess the correct title. Team B repeats the same procedure. The team with the lowest score (total number of seconds spent guessing) wins the game. (total number of seconds spent guessing) wins the game.

The student imagines self on one of the situations described below and reacts spontaneously with whatever physical behavior seems natural.

a. someone has fired a gun just behind you.
b. a child just in front of you steps into the path of an on-coming car.
c. a mob is bent on rioting; as the crowd goes past, you try to turn it back.

The teacher or students may make up other dramatic situations for this exercise.

Each student is given a nonverbal contrast situation to demonstrate. The student should try to feel the difference between the two situations and demonstrate it to the class. Several sample situations follow:

a. painting the side of a house vs. painting in wrinkles on a portrait.
b. shooting a pistol vs. throwing a discus.
c. smelling a bouquet of flowers vs. smelling rotten eggs.
d. forcing an oversized cork into the neck of a bottle vs. working a pipe cleaner into a pipe stem.

Have students try to communicate ideas, such as "Get out of Here!" or "Boy, am I glad to see you!," through the use of nonverbal expression.

. Have students observe body postures employed by the participants in an extended discussion outside of class. The student should not be a direct member of the group, but only an observer. Students should give an oral description of their observations, nothing such things as approximate distances between participants, body positions (erect, slouched, etc.) and the position of participants' bodies in relation to each other (directed toward or away from each other). The student may draw some inferences about what was taking place in the discussion on the basis of the nonverbal communication alone.

Activities for Problem-Solving

Divide the class into four groups of equal size (Red, Blue, A and B). Red and A work together and Blue and B work together. Each Blue and Red member chooses a partner to observe him from his respective observing team. The Blue and Red groups will each be given a problem-solving task. The rule for the discussion is that each person can speak only after he has restated the ideas and feelings of the previous speaker accurately and to that person's complete satisfaction. The observers should be given a form on which they can note if their partners (a) summarized

and evaluated the previous speaker accurately, (b) asked questions to break down sweeping generalizations, (c) delayed his emotional reaction and sought a rational solution and (d) displayed an open attitude toward the rest of the group and their ideas. Groups A and B may then reverse roles with the Red and Blue groups, and the procedure may be repeated. Each discussant should receive written feedback about his performance from his observer-partner. Class discussion concerning empathetic listening and improving listening techniques should follow. This exercise is best sutied to advanced or older students.

* Have students prepare a list of the groups to which they belong. The list might include family, friendship groupings, church and school groups. Students should identify the purpose of each group and the types of discussion activities that take place in each group.

Students can compare their lists in a class discussion session as a means of discovering the uses of group interaction in everyday life.

* Have a sharing discussion. Seat the class in a circle to discuss the following topics:

a. What is the worst thing that could happen to a junior high student?
b. What is the best thing that could happen to a junior high student?
c. What is an embarrassing situation for a junior high student?
d. What is the most unusual thing that has happened to you?
e. What is the most frightening thing that has happened to you or someone you know?
f. What are the main problems facing junior high students?

The teacher or class may add topics which are appropriate for the class.

* Divide the class into groups of five. Student observers will also be needed for this exercise. Every student should receive one envelope containing pieces from five different puzzles for his/her group. The teacher should prepare the envelopes before class time by cutting squares of paper into various shapes and sizes. Each group is to assemble five complete squares without talking to each other. Students may give puzzle pieces to another person but may not take pieces from others. The group may not pool all the puzzle pieces in the center and construct the puzzles. When the group is finished, each person should have a square of the same size. The observers should note the various forms of nonverbal communication used during the exercise. Group participants should discuss how they felt during the exercise. How did they try to communicate with other members of the group? How did they read other people's messages? How did they feel if they were the only person in the group who had not completed a puzzle? A further description and directions of the activity puzzles and like activities can be found in **Handbook of Structured Experiences for Human Relations Training,** Volume 1. (See bibliography for source.)

Divide students into small groups and have them apply the problem-solving discussion method to a case study such as the following:

> John is a popular white boy in a high school. He starts to date Jean, who is a popular black girl. John's friends, with whom he usually eats lunch, begin to "give him a bad time" about dating Jean. He is disappointed in his friends, but he still likes them. He and Jean have a sincere liking for each other. How can he get his friends to accept the fact that he likes them, but not their intolerance?

Students can also be asked to employ the problem-solving discussion method in talking about a question of common interest. For example, "Should students be required to attend study halls during the free periods?"

* Divide the class into small groups to discuss hypothetical situations which may only be resolved through a discussion of values.

> Twelve students from Denver, Colorado, were on a weekend mountain retreat along with the trip sponsor and the bus driver. The narrow mountain road gave way and the bus slid off and landed on a small ledge. The bus driver and the trip sponsor were killed. All the students survived with only minor injuries, but all were trapped on the ledge. The next day the group was located by a helicopter searching for them. There was only room on the ledge for the helicopter to

land, but only six students could be taken out at a time. Weather conditions indicated an oncoming snow storm, possibly of blizzard proportions. It was evident that the students who were to stay were in for a bad time with no guarantee that the helicopter would be able to return in time to save the six from exposure and possibly even death. Based on the following descriptions of the students, you are to select the six that you think are most capable of surviving if left behind.

a. An outstanding athlete, letter in three sports.
b. A "straight A" student.
c. A "long hair" described as a "discipline problem."
d. A quiet student dedicated to stamp collecting.
e. An eagle scout.
f. A student who has been without parents since six. Raised by elderly grandparents. Paper boy.
g. President of the student council.
h. A "loner." A student who does not socialize and appears to have no friends.
i. A black student.
j. A new student.
k. A cheerleader.
l. the school "clown."

Count off the class by twos. Line students up on opposite sides of the room, the "ones" on one side, the "two's" on the other. Students do not speak. Each one chooses some one on the opposite side of the room and makes a nonverbal agreement to get together. One person in the duet is A, the other B. For three minutes A talks about self to B using only the first person. B does not speak. Then they reverse roles. Each duet chooses another pair to form a quartet. Each person from the original pair introduces the opposite number to the new duet. The quartet joins another quartet and they introduce each other. The octet is now a group. Their first task is to learn the names of all the members. Each group names itself, chooses a group color and decides on a motto. This next step has several possibilities. One is for each group to build a monument representing the group out of Tinker Toys. Another method is for the group to make themselves into a machine. Each group then introduces itself to the rest of the class.

Ask students to observe the report briefly on several different school or local organizations that conduct their business through discussion meetings of boards, councils or committees. Students should be asked to focus on the components of the group discussion definition they observed (e.g. purposeful talk; leadership) and to distinguish the work of this type of group from a purely social gathering.

Bring to class a large jar of jelly beans. Divide the class in half. Have one half of the class estimate the number of jelly beans in the jar without talking to each other. Form the other half of the class into groups of four or five which must reach concensus about the number of jelly beans in the jar. Have two students compute the mean score of the individuals and the mean score of each group. Determine which mean score was closest to the actual number. Follow up with a discussion of the advantages and limitations of group discussion for accomplishing certain kinds of tasks. You may wish to repeat the experiment unsung.

Have students discuss the meaning of a poem, short story or quotation. Sample quotations for discussion:

> "Nothing so needs reforming as other people's habits." Mark Twain.
>
> "No one means all he says, and yet very few say all they mean." H. Adams.
>
> "Knowledge is power." Bacon.
>
> "In many things it is not well to say, 'know thyself'; it is better to say, 'know others.'" Menander.

Students should be able to summarize or state the various interpretations presented in their group. Some groups may reach an agreement as to one interpretation, but that is not necessary.

Form groups of students without appointed leaders and give each a problem to solve, such as the following:

> Three missionaries and three cannibals are on one side of a river. Get them across to the other side by means of a boat that holds only two at one time. All the missionaries and one cannibal can row. Never under any circumstances or at any time may the missionaries be outnumbered by the cannibals (except, of course, when there are no missionaries present).

See which group finishes first. In class discussion have students describe and compare the form of leadership and organization that emerged within their groups. Try to relate leadership style to the efficiency of the group in problem-solving.

Divide the class into groups and announce the question to be discussed. Questions on which students are likely to have an opinion should be used. For example, "Should grades be abolished?" or "Should a citizen ever disobey a law?" Call on one student in each discussion group to begin by stating an opinion. When he/she has finished, another student must look directly at the first speaker and tell him/her in what ways he/she agrees or disagrees with the

opinion. The responding speaker must not simply tell the group what his/her opinion is. Continue in this fashion until every group member has responded. If you have enough students, it is helpful to have an observer appointed to watch the interaction in each group. At the conclusion of the discussion, group members or observers are asked to report on the extent to which members ignored previous contributions and presented new ideas. The class may discuss why group members failed to respond to previous ideas.

Activities to Extend and Expand Communication Skills in a Variety of Experiences

Hold panel discussion. The information and ideas presented should be based on careful investigation completed prior to the discussion. If students have not had previous experience in finding and evaluating information, they should receive instruction in this area before attempting panel discussions.

a. Have students do problem-solving discussions on current issues. Each person prepares an outline for the discussion which contains his resource material and individual thinking about the topic. Students should be given some class time for preliminary planning sessions to choose a topic and pool resource material. The panel discussions may be presented to the class, taped or video-taped for playback to the class.
b. Have students participate in discussion for the purpose of understanding a novel, essay, play, poem or newspaper column. Preparation for the discussion should include gathering information about the author's life, other works, and the historical setting of the writing.

Hold symposiums. Speakers cover different aspects of the symposium topic in a specific order. Groups should choose from among chronological, problem-solving, cause-effect and topical patterns for organizing their presentations. Students should be allotted class time to choose a topic, divide responsibilities and gather information. Some groups may wish to include a forum period in their presentation.

* The teacher and/or students prepare topics which will be used for student presentations. Topics should allow students to express their opinions and beliefs. Each topic should be written on a separate piece of paper or index card. Some examples of topics are as follows:

a. What is your pet peeve?
b. How would you spend $10,000 given to you tax-free?
c. If you were to go into hiding for an indefinite period of time, what three things (excluding people) would you take with you and why?
d. What advice would you give to a student entering junior high?
e. What is a friend? A bore? A good teacher?
f. Trust, Fear, Loyalty, Honesty, Homework, etc.

The student should draw three topics, choose one and prepare a short presentation. The topics may be drawn ahead of time or just before each presentation.

* Have students select a theme or topic such as "Friendship," "Honesty," "War." The student should collect poetry, excerpts from short stories, novels, news articles, or plays, and integrate this material into a speech he or she has prepared on the theme. In presenting the verbal message, students may use posters, slides, lights, music or any other sensory aids to enhance the effectiveness of the verbal message.

Have students describe the situations in which they believe they might give a public speech, both present and future. Students should then research different jobs or professions and/or interview people in those professions to determine the occasions which call for them to give speeches. Students should re-evaluate their lists and use them as a basis for participating in a class discussion on the uses of public speaking.

Divide the class into small groups. Each group should be given about fifteen minutes to "brainstorm" for potential speech topics to be used in class. The object is for each group to produce as many topics as possible. Criticism of evaluation of the suggestions is not allowed. At the end of the brainstorming period, the group should go back over its list of potential topics and weed out those that are unsuitable. (The teacher and/or students should have developed a set of criteria for suitability during an earlier class session.) The teacher takes the revised list from each group, combines the suggested topics and dittos a copy for each member of the class.

Each student chooses a speech topic and is assigned a hypothetical audience at random, such as the PTA, a Boys' Club group or the League of Women Voters. The student should determine the purpose of the speech and analyze the group as a prospective audience for the speech. Factors such as the size, age, educational background, interests and attitudes of the audience should be taken into consideration. Students may discuss their analyses with the class or in small groups. Using the same speech topic, they should then analyze the class group as a potential audience for the speech.

Following a class presentation on the types and uses of evidence, have students give short speeches which contain only one main point. The point should be supported with three or four different forms of support.

Have students reorganize scrambled speech outlines. Outlines representing different patterns of organization may be used.

Divide the class into four groups. Have each group write a speech topic on a piece of paper. The groups exchange pieces of paper. Each group lines up in the rear of the classroom for a relay race. The first student in each group runs to the board and writes an introductory statement. Another student from each group then runs up and writes in outline form another point of the speech. The first team completing an outline in logical order wins the relay.

Have students give short informative speeches. The object is to explain, define or describe something as clearly and concisely as possible. Sample topics: a) How to prepare for a camping trip; b) How to change a tire; c) Describe a tennis serve.

Ask students to give a demonstration or visual aid speech which emphasizes the visible message. Students may bring materials to class which will help them visibly demonstrate how to do or make something. Sample topics: a) How to make a macrame belt; b) What belongs in a nutritional breakfast; c) How to silkscreen.

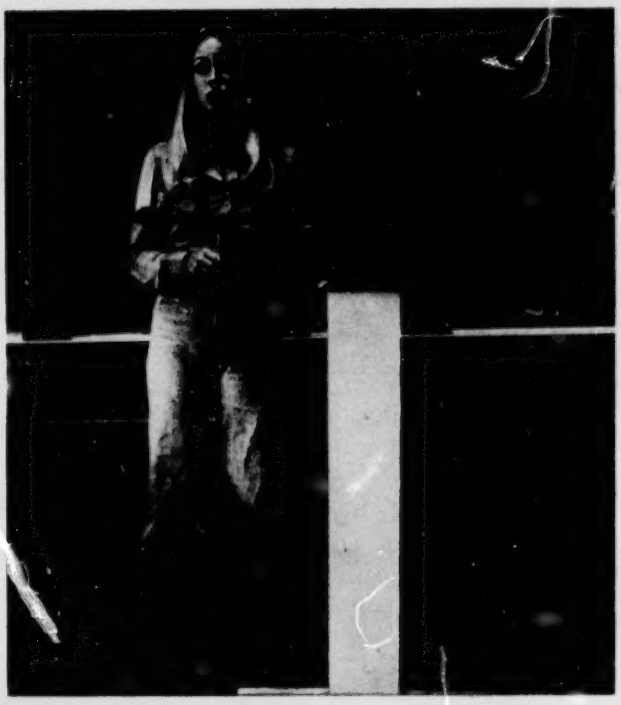
Have students bring to class something they feel has a persuasive message. It can be an object, an advertisement, etc. Divide the class into small groups. Members of the group should explain why they feel their object is persuasive. One member of each group should keep a written list of the comments. After each member has talked about his/her item, the group should create a definition of persuasion based on the factors they have listed. Have each group present their definitions to the class. The teacher can write a "formal" definition on the board for purposes of comparison.

Each student must prepare a one-to two-minute radio commercial for some hypothetical product. The commercials should be recorded individually in a room other than the classroom. The commercials are then played back for the class during another period. For extra effect, music may be played between the commercial presentations.

Students are assigned to bring to class a "help wanted" ad which is relevant to them. Each student writes a letter inquiring about the job and a resume for this imaginary potential employer. The student then fills out a job application for the job. (The teacher needs a wide selection of application forms.) Students in pairs role-playing apply for the job. One acts as the employer and interviews the applicant. Then they reverse roles. The teacher may also invite several employers from the community to speak about applying for jobs to the class. These guests should be asked to interview a student from the class for a job. The class may invite someone from the state employment office to speak to the class and conduct interviews.

Have students prepare a two-minute television commercial for presentation to the class. They may use costumes, props or make-up. Students should discuss the effectiveness of the persuasive appeals employed in each commercial. If desired, each member of the audience can be given five one-dollar play bills. At the end of the commercials, the class members may purchase five of the products presented. Their decision concerning which products to buy should be based on the effectiveness of the commercial.

Have groups of students prepare a "persuasive campaign." Patterned on political or advertising campaigns, students use a variety of methods and media to convince their classmates to take a certain action. Sample propositions for persuasive campaigns: a) don't smoke; b) contribute to a certain charity or organization; c) boycott lettuce. Students may be given a full class period for their multi-media presentation, or the campaign may be conducted throughout a week of classes. Students may make posters for the bulletin boards, do commercials, publish dittoed flyers or pamphlets, present speeches and panel discussions in an effort to persuade their classmates. To be effective, this exercise requires a great deal of planning and preparation on the part of students. Planning should be started well in advance of the actual presentations.



EXAMPLES OF SPEECH ACTIVITIES INCORPORATED INTO THE STUDY OF OTHER LANGUAGE ARTS

In a literature class studying the novel, a student can prepare a speech in which he/she tries to persuade other members of the class to read the book of his/her choice. After the speech, the student should be prepared to answer questions.

In a mass media class, a student can persuade the class to see a movie he/she has seen and enjoyed.

Role-playing exercises can be used in dozens of ways in language arts classes. For example:

After having read a novel, a student can play the role of the main character. He/she introduces self in character to the class. The class then asks questions such as "What do you think about Watergate?", "What movies (television shows, magazines, newspapers, cars, etc.) do you like? Why?"

Students act out short stories or plays they have studied in class as radio shows.

Students role-play parts of speech. "I am an adjective. I explain or describe nouns." Several parts of speech form a sentence pattern and classmates create sentences in that pattern.

Students may present a scene from fiction or drama in a new context.

Students create the climate of a piece of fiction or drama in the classroom. For example: From George Orwell's ***1984,*** Big Brother watches. Newspeak is used.

In vocabularly studies, students have two or three minutes to introduce a new word to the class. They may become the word or may present it as a new person or object, for example.

In fiction class, students present novels or short stories as news broadcasts.

In Journalism or Mass Media, different students each day are given ten minutes away from class to present major news stories to the class.

In composition classes, students explain to the class the step-by-step process they plan to use in getting their paper organized. The class responds with comments or suggestions.

Students may give demonstration speeches. For example:

In Film Study, a student demonstrates the use of various movie cameras.

In Mass Media, a student shows how to make a pin-hole camera.

In Developmental Reading, a student demonstrates how to use a controlled reader.

In Journalism, a student shows how to use a headline printer. Students may participate in panel discussions. For example:

In American Fiction, students act as a panel to discuss a work in American literature.

In Theatre Arts, student panels discuss plays students have seen or studied.

Students may give informative speeches or reports. For example:

In Business English, a student reports to the class on his or her findings concerning new types of office equipment.

In Advanced Composition, students report to the class the results of their term paper research.

In reading class, the student reports on the results of a survey conducted to explore the reading habits of a wide selection of people.

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1. **A Time to Speak**
2. **Nonverbal Communication**

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Speech Activities in the Elementary School
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Speech Communication in the High School
Discussion in the Secondary School
Radio, Television and Film in the Secondary School

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Pfeiffer, J. William and John E. Jones. **A Handbook of Structured Experiences for Human Relations Training, Volume 1-4**. Iowa City, Iowa: University Associates Press, 1969-1974.

Shaftel, Fannie R. and George Shaftel. **Role-Playing for Social Values: Decision-Making in the Social Studies**. Englewood Cliffs, N. J.: Prentice-Hall, 1967.

Simon, Sidney. "The IALAC Story." Niles, Illinois: Argus Communications.

Simon, Sidney, Leland Howe and Howard Kirschenlawn. **Values Clarification**. New York: Hart Publishing Company, Inc., 1972.

Spolin, Viola. **Improvisation for the Theatre**. Evanston: Northwestern University Press, 1963.

Stanford, Gene and Barbara Dodds Stanford. **Learning Discussion Skills Through Games**. New York: Citation Press, 1969.

Tanner, Fran Averett. **Creative Communication: Junior High Projects in Acting, Speaking and Oral Reading**. Pocatello, Idaho: Clark Publishing Company, 1973.

Audio-Visual Aides

Many educational film companies have films related to speech communication. Addresses of selected major film companies are listed below along with some of their film titles. Film companies will send catalogs upon request. Your school or district audio-visual center may also have copies of these catalogs.

Bell Telephone
Your local office
- Beyond All Barriers
- Telephone Courtesy
- Thanks for Listening

Coronet Films
65 East South Water Street
Chicago, Illinois 60601
- Building an Outline
- Fundamentals of Public Speaking
- Learning from Classroom Discussion

McGraw-Hill Text Films
330 West 42nd Street
New York, New York 10036
- Is There Communication When You Speak?
- Planning Your Talk
- Say What You Mean
- High Wall

National Educational Television
Indiana University
Bloomington, Indiana 47401
- A World to Perceive.
- Language and Meaning
- Do You Know How to Make a Statement of Fact?

Young America Films
18 East 41st Street
New York, New York 10017
- Speech: Conversation
- Speech: Group Discussion
- Planning Your Speech

Caedmon Records
- Great American Speeches (4 vol.)
- Recordings of presidential addresses

RCA Victor Records
- Rhythmic Activities (5 vol.)
- Dance-A Story

Spoken Arts Records
- Inaugural Addresses
- Recordings of prose, poetry by professionals

Listening: A Programmed Approach
Four tapes, booklet and script of speeches
McGraw-Hill, 1969

Primer of Nonverbal Communication
Filmstrip and record
Lionel Johnson Co.
6014 West Congress
Milwaukee, Wisconsin

Nonverbal Communication
52 minute video-tape
Ampex Tape Exchange
2207 Estes Avenue
Elk Grove Village, Illinois 60007

Illinois Office of Education
100 North First Street
Springfield, Illinois 62777
Free videotapes of all high school contest finals' winners in each individual event, debate, and readers theatre dating from 1972.

Other Sources

Argus Communications, 7440 Natchez, Niles, Illinois 60648
They have games, supplementary books, posters, films, tapes, etc.

Multi-Media Teaching-Learning Programs
Interatcion: A Student Centered Language Arts and Reading Program, K-12. Senior author: James Moffett. Houghton-Mifflin, 1900 South Batavia Avenue, Geneva, Illinois 60134.

Self-Expression and Conduct: The Humanities. Harcourt Brace Jovanovich, 757 Third Avenue, New York, New York 10017.

Science Research Associates, Inc., 259 East Erie Street, Chicago, Illinois 60611.
Their materials are from K-12 in the areas of listening, communication, self-understanding and guidance, media and drama.

Regional area service centers for Gifted and Talented Students, Illinois Office of Education.

Magazines for Teachers

Learning Magazine for Creative Teaching
1255 Portland Place
Boulder, Colorado 80302

Media and Methods
134 North 13th Street
Philadelphia, Pennsylvania 19107

The Good Apple
Box 299
Carthage, Illinois 62321

Professional Organizations*

American Theatre Association
1317 F Street, N.W.
Washington, D.C. 20004

The Secondary School Theatre Association and Children's Theatre/Creative Drama Association are affiliates of this national theatre organization which holds an annual convention and publishes materials of interest to K-12 teachers.

Central States Speech Association
Dr. David M. Berg, Executive Secretary
University of Kansas
Lawrence, Kansas

Illinois Association of Teachers of English
Mr. Wilmer Lamar, Executive Secretary
100 English Building
Urbana, Illinois 61801

Illinois Speech and Theatre Association
Central Office, MacMurray College
Jacksonville, Illinois 62650

The ISTA publishes a newsletter and journal, holds an annual convention with meetings of interest to teachers, K-12, and sponsors workshops.

Illinois Theatre Association
P.O. Box 2480
Station A
Champaign, Illinois 61820

This organization has an annual convention, activities such as the Illinois High School Theatre Festival.

National Council of Teachers of English
1111 Kenyon Road
Urbana, Illinois 61801

The ERIC Clearinghouse on Reading and Communication Skills is at the same address.

Oral Interpretation Workshop

This is a statewide organization of twelve universities and colleges which meets each Spring at a different campus each year. Membership is limited to college-level faculty and students, but visitors are always welcome. For information, contact Charlotte Waisman, Northeastern Illinois University, Chicago, Illinois 60625.

Speech Communication Association
5205 Leesburg Pike
Falls Church, Virginia 22401

The SCA has two publications of interest to K-12 teachers. *Communication Education*, a journal for speech educators, and *Talk-Back*, a newsletter for teachers. *Communication Education*, formerly called *The Speech Teacher* is available in college and university libraries, or one may subscribe by joining the SCA.

The ERIC/SCA Speech Communication Clearinghouse at the SCA address has listings of many materials and bibliographies.

*Each organization conducts an annual convention.

Workshops and Festivals

Colleges and universities in Illinois hold summer workshops and offer short courses for teachers. Contact the Speech Communication Department, English Department, Theatre Department, Communications Department, or in some cases, Departments of Education at each campus for further information or contact the Illinois Office of Education for a composite listing.

THE AUTHORS

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